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AUTHOR Boeyink, Joann; Welch, William
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ABSTRACT

The guide, part of an exemplary career education program, contains information on developing a community-based speakers program. It briefly lists the program's purposes and objectives and gives detailed steps to follow for implementing such a program, describing the nature and duties of the steering committee and volunteer participants (coordinators, hosts, teachers, counselors), as well as the nature and scope of the program's corporate responsibilities. The guide also describes students' role in the program, displays sample speaker request and student program evaluation forms, lists suggested professions from which speakers could be drawn, and provides a set of preparatory suggestions for resource speakers prior to their school presentation. (JR)

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CAREER EDUCATION

COMMUNITY BASED

SPEAKER'S

PROGRAM

A CAREER DEVELOPMENTAL PROGRAM

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White Bear Lake
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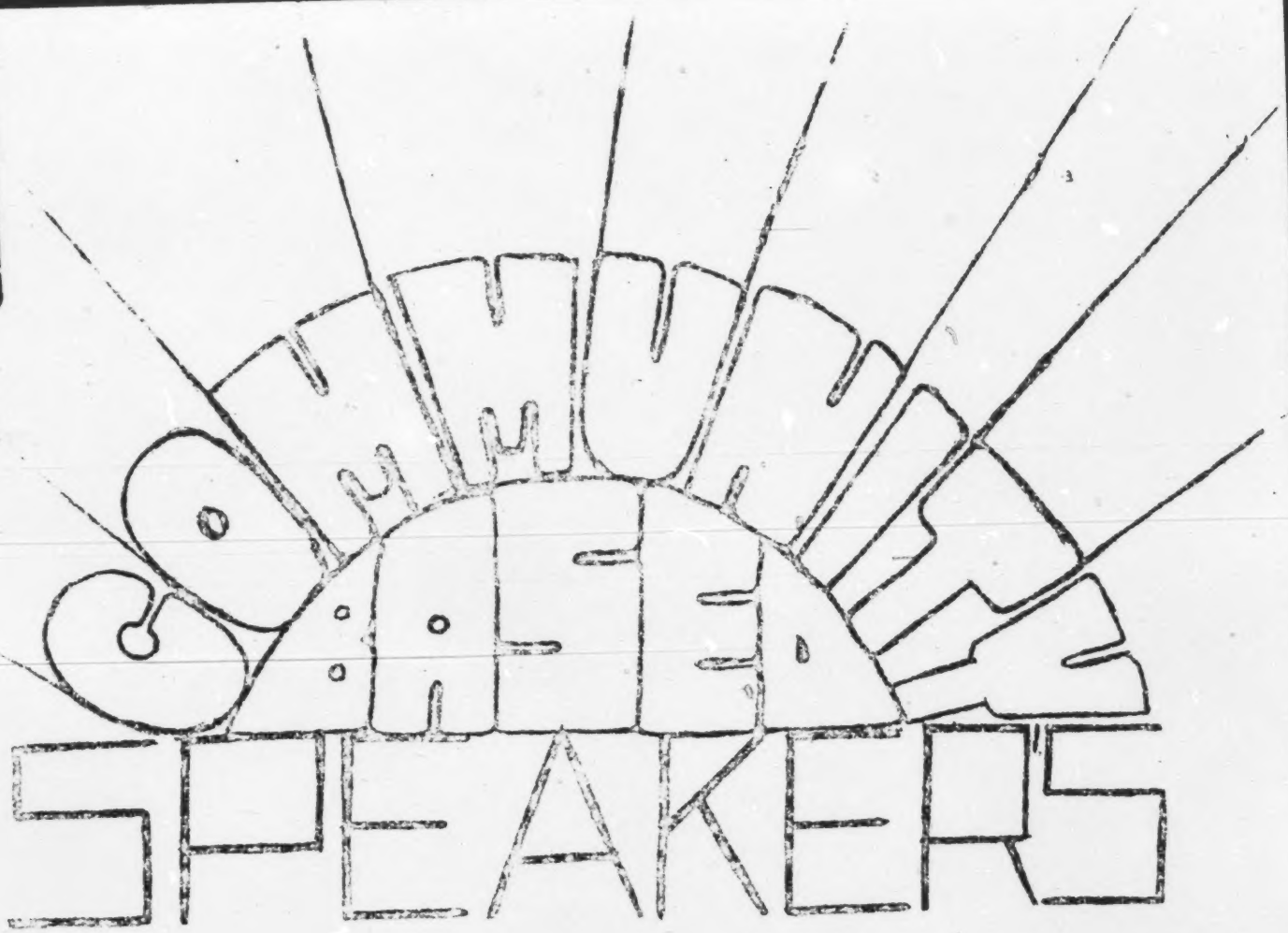

INDEPENDENT SCHOOL DISTRICT # 624
White Bear Lake, Minnesota

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PROGRAM BOOKLET

COMMUNITY BASED

SPEAKER'S PROGRAM

FOR THE

JUNIOR HIGH STUDENT

by

Joann Boeyink
William Welch

CAREER DEVELOPMENT

Grades 7 - 9

An Exemplary Program
in
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Independent School District #624
White Bear Lake, Minnesota

Ernest M. Thomsen, Superintendent
Ron Johnstone, Director Vocational Education

1972 - 73

COMMUNITY BASED SPEAKER PROGRAM

(C B S P)

INTRODUCTION

For students to gain the necessary exposure in career development it is necessary to offer them a wide range of career related activities of which CBSP is one. Through the contact with people who have had experience or are presently working in many fields, the students may gain valuable information in the process of career development. By involving the community in the project, interest and support are generated by the total community. The purpose, overall objectives, and implementation procedures are discussed in the following report.

PURPOSE

STUDENT: To expose the student to the widest possible awareness of career opportunities by bringing in outside speakers from on the job, into the school setting.

TEACHER: To extablish a relevance and/or connection between content oriented material presented in the classroom and its relationship to "vocational living".

COMMUNITY: To further involve the community in establishing necessary ties with schools, and their preparation of the student's acceptance of a contributing role in the community.

COMMUNITY BASED SPEAKER PROGRAM

OVERALL OBJECTIVES OF THE PROGRAM

Exploration of jobs which make up various classifications; of the relationship between occupational requirements and educational development and the relationship between career choice, rewards, and individual life styles.

Exploration of specialized careers on basis of complexity of social values and geographic location; of occupational requirements in terms of data/people/things as related to preparation, career clusters and of job entry requirements; of correlation of monetary benefits of chosen occupation with chosen life style.

Exploration of the implication of career specialization, of job entry requirements, of the monetary benefits of chosen life styles and of the relationship of preparation of career clusters.

Exploration of the importance of a job to self and others, towards recognition that fulfillment of responsibility for a job yields rewards, of tolerance for differences of others.

Exploration of career clusters in relation to personal interest, to understand personal values influencing decision making and to gather and organize information in response to career exploration questions.

Exploration to establish priorities among personal values requiring decisions, to recognize factors that influence career of educational choices, to recognize decision making skill in problem solving and in making tentative long range career choices.

Exploration of life style and economic security, of personal attitudes towards occupational choices and work traits; of budgeting, capital management and financial institutions of of economic cycles and how social economic interests are affected.

Exploration of work interest and adjustment ability, of task preference related to directing and directed roles and by response to survey instruments and job openings appropriate to his ability level.

IMPLEMENTATION

A. STEERING COMMITTEE -- Consisting of volunteers drawn from:
   1. Parents of students presently enrolled in the community schools.
   2. People of all ages who do not have children in the schools, e.g. senior citizens.
   3. One representative from the Youth Resource Bureau to serve as coordinator for the project.
   4. One counselor from each of the participating schools.

B. SPECIFIC ROLE DESCRIPTION OF VOLUNTEER PARTICIPANTS
   1. Coordinator
      a) Serve as the steering committee chair person and oversee the entire project.
      b) Be available in an office space with a telephone at specified times during the course of a week for volunteer committee members, speakers, and counselors to make contact with coordinator.
      c) Continue to add to the listings of resource speakers.
      d) Delegate a person from the committee for each counselor request to make contact with the potential speaker, verify his/her acceptance or rejection and follow through as a host or hostess for the speaker on the day of the presentation.
      e) Decide, with your committee members, whether to respond solely to counselor requests for speakers or make speakers available on a more regular basis to a school or schools desiring this approach.
      f) Have a minimum of three committee member meetings per school semester.
      g) Have some type of ongoing in-service training for new volunteers.
      h) Serve as a host or hostess whenever possible.
      i) Direct an ongoing evaluation of the program.
   2. Host or Hostess
      a) Serve as a committee member.
      b) Contact the speaker requested by the coordinator.
         1. Record his/her acceptance or rejection on the "Speaker Request Form for Teachers".
         2. If the speaker accepts the invitation, go over the sheet, "Suggestions for Resource Speakers Prior to their School Presentation" found in the section on Instrumentation, Letter E.
         3. Specify desired dates and times the counselor requested.
         4. Report the final outcome back to the coordinator who will in turn relate the necessary verification to the counselor requesting said speaker.

c) Go to the school the day the speaker is assigned to come. A staff member will assist in the physical arrangements before the speaker arrives and will remain during the presentation. A student will be available to introduce the speaker.

3. Teachers
   a) Acquaint yourselves with the philosophy and objectives behind the Community Based Speaker's Program.
   b) Request speakers through the school counselor.
   c) Complete the "Speakers Request Form for Teachers" in the counseling office.

4. Counselors
   a) One representative from each of the participating schools on the CBSP committee to serve as a liason between teachers requesting speakers, and the volunteer coordinator. All speaker requests are made to the counselor who after the "Speaker Request Form for Teachers" is completed, relates this information to the volunteer coordinator.
   b) Assist the host or hostess, speaker, and student on day of presentation.
   c) Prepare an in-service for student volunteers.
   d) Serve as a resource person in some type of ongoing in-service training for new adult volunteers.
   e) Make student volunteers aware of when the speaker is coming at least one week before the presentation date.

C. CORPORATE RESPONSIBILITIES
   1. When choosing speakers
      a) Use local people as much as possible for the following reasons:
         1. Theyr'e available.
         2. Good for public relations.
         3. More personal interest in area schools.
      b) Have both professional and non-professional speakers in the program.
      c) Utilize panel discussions in allied areas whenever possible.
   2. Participate in collecting data/response of the audience to the speaker.
   3. Set up a card file with appropriate information for present and future references.
   4. Attend in-service programs when made available.
   5. Be present at committee meetings to be held a minimum of six times per school year.
   6. Participate in an ongoing evaluation of the program.

STUDENT ROLE DESCRIPTION

1. Participate in an in-service program to learn about your role in the Community Based Speakers Program.

2. When the counselor notifies you of a date a speaker is coming, make arrangements to meet with the counselor and other student volunteers to find out:
   a) The name of the speaker.
   b) Title of his/her speech.
   c) Date coming.
   d) Times the presentation will be made.

3. Arrange a display in the display case to prepare students for the speaker who will be coming. Attempt to get the kids thinking in advance about the topic. Relevant materials can be gathered together from the career resource center.

4. Make posters and put them in conspicuous places around the school. Focus on: WHO is coming, WHAT their topic will be, WHEN the speaker will be here. Specify day and times. Also include that there is more information available in the display case.

5. Choose someone to introduce the speaker for each presentation.
   a) Have a student scheduled to be there time enough in advance to meet the speaker personally.
   b) It is important to know something about the speaker's background.
   c) Introduce the speaker to the students.
   d) Write a thank you note to each speaker.

6. Prepare a statement to be read on the announcements to students and placed in the daily bulletin to remind them about the speaker of the day. Include: WHO, WHAT, WHEN. (Refer to # 2)

INSTRUMENTATION

A. Card File Form for purpose of present and future reference.

INITIAL SPEAKER REQUEST FORM

SPEAKER _____
name address telephone

VOCATION _____

DATE CONTACT WAS MADE _____ REPLY _____
yes no

REASON FOR NO _____

NUMBER OF STUDENTS THAT ATTENDED _____

STUDENT RATING _____
negative positive

ADULT RATING: _____ COMMENTS _____

_____

DATE OF PRESENTATION _____

_____
Signature of host/hostess or staff

B. SPEAKER'S REQUEST FORM FOR TEACHERS.

SPEAKER'S REQUEST FORM FOR TEACHERS

TEACHER _____

TYPE OF SPEAKER (be specific) _____

DESIRED DATE (s) _____ TIMES _____

ALTERNATE DATE (s) _____ TIMES _____

SCHOOL _____ GRADE LEVEL _____

COUNSELOR _____

TELEPHONE _____

* Request should be made at least two weeks in advance of desired dates.

C. STUDENT PROGRAM EVALUATION.

STUDENT PROGRAM EVALUATION

TOPIC _____

Place a check before the answer that tells how you felt about the speaker.

1. Do you better understand this profession having listened to the speaker? _____yes _____no

2. Would you like more information on what was talked about today?
_____yes _____no

3. Write down any other feelings you have about what you heard.

_____

_____

_____
Student's name

D. SUGGESTED PROFESSIONS TO DRAW FROM OVER AND ABOVE TEACHER REQUESTS FOR SPEAKERS.

1. Airline Stewardess
2. Secretary
3. Photographer
4. Social Worker
5. Hair Stylist
6. Mechanic
7. Park Ranger
8. Airplane Pilot
9. Carpenter
10. Interior Decorator
11. Waitress
12. Nurse
13. Truck Driver
14. Cashier
15. Forester
16. Engineer
17. Electrician
18. Lawyer
19. Physician
20. Commercial Artist
21. Receptionist
22. Probation Officer
23. Radio and TV Announcer
24. Telephone Operator
25. Brick Layer
26. Biologist
27. Data Process Programmer
28. Plumber
29. Military
30. Rehabilitation Counselor
31. Architect
32. Dental Assistant
33. Nurses Aid
34. Housepainter
35. Dentist
36. Chemist
37. Sign Painter
38. Janitor
39. Butcher
40. Newspaper Reporter
41. Bank Teller
42. Accountant
43. Pharmacist
44. X-ray Technician
45. Court Reporter
46. Mail Carrier
47. Occupational Therapist
48. Insurance Salesman
49. Lab. Technician
50. Medical Technician
51. Clergy
52. Editor
53. Business Manager

The above professions were arrived at, in order of preference, from a survey taken among junior high school students in the fall of 1971-72. The students were asked to list three professions according to interest areas. The results in turn were specified as going to be used for bringing speakers from the community into the school setting.

E. SUGGESTIONS FOR RESOURCE SPEAKERS PRIOR TO THEIR SCHOOL PRESENTATION.

1. Is there anything in your junior or senior high school education which relates to the life you're enjoying today?

2. Exactly what do you do?

3. What training or education was required?

4. What tools do you use?

5. What joys and problems do you encounter on your job?

6. Do you work alone or with other people?

7. What is the future outlook of your job?

8. Are there simple terms you could define to help us understand your job better?

9. If convenient, please bring along:
   a) slides
   b) tools
   c) pictures
   d) work clothes
   e) printed materials
   f) anything you may wish to add to make your presentation more meaningful to the students.

EVALUATION

An ongoing evaluation of the CBSP is a must. The method and procedure is to be determined by the committee as each endeavor seeks to meet the needs of a given community school.